



Tackling the Culture of Violence



Report of the study session held by IFM-SEI
in co-operation with the
European Youth Centre of the Council of Europe

European Youth Centre Budapest

16-23 November 2014



This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.

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International Falcon Movement-Socialist Educational International

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1. Executive Summary

This is the final report of the “Tackling the Culture of Violence” study session, conducted by IFM-SEI at the European Youth Centre of the Council of Europe in Budapest from 16-23 November 2014.

IFM-SEI is an educational children and youth movement based on the UN Convention on the Rights of the Child. Our member organisations are peer-led, working with children and young people to raise awareness of Children’s and Human Rights and empowering them with knowledge and skills to defend their own rights and those of others. We have a long and successful history of working with children on Human and Children’s Rights, both at local and national level through our member organisations and at international level through camps, seminars and training courses.

The IFM-SEI Congress has given priority to addressing violence against children and young people as a very widespread concern for our member organisations both in Europe and in other world regions in the mandate 2013-2016. The proposal for stronger engagement of IFM-SEI in this area was first brought up by our members in Africa and Asia, where corporal punishment is widely used as a disciplinary method; teachers joining the associative schools of our members in these regions first have to learn that corporal punishment is counterproductive and not acceptable. The European members feel equally strongly about this topic, as also here many children and young people grow up in a culture of violence where they learn that at least some forms of violence are acceptable ways to deal with conflicts.

Children and young people who are victims of violence most often belong to disadvantaged groups, who face exclusion on a daily basis. IFM-SEI and its member organisations in Europe and beyond have a long history of working for example with LGBT youth, young migrants, children from Roma communities, children in conflict areas and with young women in very male dominated societies. They all share being blamed of having provoked the violence against them. The aggressors think they need to discipline the victims by using violence and are ignorant of other forms of conflict transformation.

IFM-SEI has good experience on non-violent conflict resolution with children and young people, focussing particularly on mediation techniques. Successful projects such as the mediation team of our British member organisation Woodcraft Folk resulted from this work. In the last years however this topic has not been high on the agenda on the international level and there was a strong request from our membership to again support youth leaders in tackling conflict and violence in their educational work.

In the study session Tackling the Culture of Violence, we empowered young group leaders of children and youth groups to educate for an environment free of violence. We raised awareness of different forms of violence and reflected on a culture that deems violence acceptable and hinders children’s and young people’s access to Human Rights and development.

We concentrated the discussions on three different forms of violence that children and young people are particularly affected by:

- Bullying
- Gender-based violence

- Corporal punishment

The participants explored these three areas in depth and developed guidelines on how to identify and tackle these specific kinds of violence and how to already prevent it before it happens.

They furthermore discussed the role of nonformal education in preventing violence and developed educational activities to run with children, young people and other educators to raise awareness of violence and support them in combating it.

These guidelines and educational activities form the main part of this report in order to make it as useful as possible for its readers, other educators and activists in youth organisations. We hope that it will be used widely in our member organisations and beyond and that it will help educators in tackling the culture of violence!

Both the educational team and the participants felt that it was a very successful study session. This is not only shown in the final evaluations, but also in a high number of planned follow-up activities. It was only possible due to the commitment of the preparatory team and their devotion of energy and time, as well as the motivation, enthusiasm and contribution of the participants.

We would like to thank everybody involved for contributing their energy and ideas to the study session, and particularly the Council of Europe and our educational adviser for their support and investment in the world's youth. We also thank the staff of the European Youth Centre Budapest who took care of us so well.

Friendship,

Christine Sudbrock

Course Director



2. Introduction

2.1 Aims and objectives

The aim of the study session was to work with peer educators to increase the quality and reach of education against violence in children's and youth groups.

The objectives were the following:

- To share experiences about violence affecting children and young people and its effects on their development
- To raise awareness of the complexity and the cycle of violence
- To support group leaders in identifying violence and giving them tools to address it, specifically concerning corporal punishment, bullying and gender-based violence
- To develop ideas on how to educate children and youth groups to achieve an environment free of violence
- To create educational activities to work with children on different aspects of violence.

2.2 Profile of participants

We invited participants who work directly with children or young people, be it as a group leader in fixed groups or as nonformal educators in other settings. The basic requirement was that they all had the possibility to multiply what they learn and to use their newly acquired competencies also directly with children and young people.

The participants are between 18 and 30 years old (average age 23) and come from 13 different countries. Most participants are members of IFM-SEI member organisations. 5 participants come from outside IFM-SEI organisations, adding more experiences especially from South-Eastern Europe to the group. The participants volunteer as group leaders, organise camps and weekend meetings with children and young people and work in youth centres; one participant volunteers with a telephone hotline for children who in many cases are victims of violence.

Three participants come from IFM-SEI organisations outside Europe, which brought an added dimension to the study session as they work in very different contexts and in societies where violence is more openly accepted than in most parts of Europe.

Although learning styles, interest and experience of course always differ within a group, the participants formed a strong team and benefitted from each other's experiences and ideas, continuing the discussions on the topic well beyond the end of the official sessions.

2.3 Some words about the topic

Often people understand under violence only its physical manifestation: hitting, kicking, punching or even using weapons. However, violence is much broader and often invisible for third parties, or at least easy to ignore. It can come in many different forms:

- Physical violence: hitting, punching, beating, biting, using weapons etc.
- Verbal violence: it is easy to hurt someone with words, and this has very long-lasting effects, harming the victim's self-confidence and leaving wounds not smaller than from physical violence.
- Psychological violence: for example to isolate someone, to withhold information or to threaten the victim.
- Economic violence: This can be to steal from the victim or, in relationships, to withhold family funds from one family member. The participants discussed that it is also violence that some people own most of the world's wealth or that women earn less than men.
- Sexualised violence: This ranges from cat-calling on the street to rape, both within relationships and by strangers.

During the study session, we introduced violence as a general term, but then quickly focussed on the three areas bullying, gender-based violence and corporal punishment. In these three areas, the manifestations of violence are many-fold and we discussed many different examples, showing that for example corporal punishment is not only hitting a child, but also depriving children from the care and love they need. Gender-based violence cannot be reduced to rape or domestic violence, but also includes cat-calling on the street or dominating a partner in a relationship.

What is common for all forms and manifestations is the imbalance of power on which violence is based. The aggressor has the power to exercise violence over the victim, and feels that this is the only way to show their authority. This also leads to the normalisation of violence, when people think that it is completely normal that the dominant party with the 'natural authority' can use violence towards the weaker party. This can be well seen in our three cases:

- Corporal punishment is often not regarded as violence at all, because parents would have the right to do with their children whatever they want in order to discipline or educate them.
- In all societies, at least some forms of gender-based violence are regarded as normal and therefore not as violent, because for example women are seen as sex-objects who can be called names at any time. Often it is also still the case that rape in married couples or withholding money from a wife is normal, as the woman is seen as the property of their husband.
- Also for bullying, the strongest of a group bully weaker children or young people. Although it is a topic more and more talked about in schools and online, some people still think that it is normal that children play pranks and negotiate their place in a group in that way.

We furthermore discussed what does not constitute violence, as it is also important not to overreact in some cases. When for example parents don't want to buy chocolate for their children or set rules for TV time, this does not constitute violence.

3. Tackling the Culture of Violence: The programme

The programme of the week can be roughly divided into four parts:

1. Introduction to violence
2. Discussing three types of violence:
 - Bullying
 - Gender-based violence
 - Corporal punishment
3. Education as our tool to prevent violence
4. Collating the results and planning for back home

We opened the study session with discussions on the causes and manifestations of violence and how it affects the children and young people participants are working with in their organisations.

Violence is a huge topic that could have filled several study sessions, but we still wanted to introduce participants to many different aspects, to raise their awareness and allow for continued reflection back in their organisations. We chose bullying, gender-based violence and corporal punishment as the three focus areas of the study session, because these are forms that affect children and young people over-proportionally and that are also reflected in the strategy and work plan of IFM-SEI. For each of the three areas, we went through an experiential learning cycle that led participants to consider how violence can be identified, tackled and prevented.

The educational background of participants was very obvious: they regularly pointed out that their tool to combat violence is their long-term nonformal educational engagement with children and young people. For everyone it was evident that the best way to prevent violence is through educating people on what it is, how it influences victims and aggressors and what other, better ways there are to deal with conflicts or to gain respect.

We then moved on to focus entirely on education; some participants were already familiar with the concept of nonformal education, but for many the conceptual discussion on our main tool was relatively new. We therefore started the education block by an introduction to non-formal education. Then, in small groups, the participants developed educational activities on the topic that could be run with their peers and adapted for other target groups as well.

At the end of the week, the participants also thought about how to multiply what they learned with other educators and with their direct target group. They received little books to fill with their ideas and to discuss with the other participants and took the books home to use back in their organisations.

Throughout the week we created a lot of space for group building, sharing and personal reflection to give room to discuss, digest and apply the issues of the day. We chose creative methods, targeted different learning styles and designed the study session according to the principles of nonformal education.

3.1 What is violence

We did not want to find one single definition of violence, but rather share our views on what we consider violence and what not, and how violence affects the different communities of our participants in different ways.

What defines violence for us?

- Hate
- Disrespect
- Power
- Harm
- Aggression
- Discrimination
- Oppression
- Force
- Attitude
- Conflict
- Physical and psychological pain

What forms of violence do our groups experience?

- Discrimination
- Physical violence
- Socioeconomic violence
- Gender-based violence
- Bullying
- Domestic violence
- Psychological violence
- Sexual violence
- Cultural violence
- Peer pressure
- Blackmailing

What causes this violence?

- Lack of peace education
- Inequality (economic; ethnic; geographic)
- Stereotypes
- Corruption
- Disrespect of law
- Family problems
- Absence of democracy
- Wrong role-models
- Traditions
- Religion or ideology
- Authority
- Pride/snobbism

Which effect does it have on children's development?

- Psychological damage
- Shame
- Isolation/separation from others
- Suicide/murder
- Ruined family
- Division of society
- Emotional problems
- Pain/self-harming
- Vulnerability
- Confusion/disappointment
- Low-self-esteem/
- Anger/hate
- Becoming violent on their own
- Dependence

3.2 Bullying

In this session, after discussing what bullying is and how it manifests itself, the participants explored the roles of bystander, bully and victim and then went on to discuss case studies and how children and we as educators would and should react in each situation.

The result of the session are the following guidelines produced by the participants:

What is bullying?

Bullying is a persistent attempt to hurt or humiliate someone, it is a repeated action and deliberately hurtful. The person bullying is more powerful than the person bullied, making it hard for those being bullied to defend themselves. It can occur in different forms including physical bullying, verbal, psychological/ emotional and cyber bullying. Bullying is not only between children and not only in schools; it can happen at home, in organisations, at work or on social networks on the internet.

How does bullying manifest itself?

Bullying can manifest itself physically which can take the form of beating, punching, biting or any other thing that causes physical harm. Verbal bullying often takes the form of name calling, shouting (aggressive behaviour), spreading rumours, insults, humiliation and any verbal action that upsets or causes offence to someone. Psychological bullying can occur as a result of physical and/or verbal bullying but also includes isolating an individual or excluding them. Cyber bullying can involve the humiliation of an individual or other methods undermining self-confidence via technological means (e.g. social media, text messaging). Economic bullying limits the economic freedom and independence of an individual.

Where can bullying occur?

Bullying can be found in a wide variety of environments in our day-to-day lives; these include:

- Schools, universities, kindergartens
- Workplace
- Neighbourhoods, on the street
- Extra-curricular activities: youth groups, sports groups
- On the internet, over the phone
- At home

How can bullying be identified?

- When a child tells you they are being bullied.
- When you see physical harm caused to someone, for example bruises, physical injuries or self-harm
- When children suddenly show one or some of the following psychological characteristics:
 - Isolation, exclusion, reduced engagement (reduced attendance at group meetings, looking forward to going home)
 - Increased passive aggression
 - Often seeming afraid
 - Looking stressed in the group
 - Seeming withdrawn from the group
 - Low self-esteem, looking relieved when you agree with them

- Acting out of character

How can we address it when it happens?

Support victims of bullying:

It is important to support the victim of bullying and recognise their needs. This can be done in the following ways:

- Talking to the victim: It's important to discuss with the individuals to establish how the bullying is being manifested and how this affects them.
- Listening: making the victim understand they are not alone and have someone they can confide in (you!)
- Discuss strategies on what to do, how to react to the bullies in the future
- Ask what kind of support they want
- Reassuring the person that it's not their fault that they are bullied
- Support their decisions and give them confidence and empowerment
- Make sure they're not left alone
- Be sensitive what groups you put them in/ partnerships in activities to ensure groupings don't intensify the problem. This also applies to tents/dormitory allocations at camps and seminars.

Talk to bullies:

- Be open minded, non- judgemental and avoid assumptions about the situation
- Try to understand the situation from the bully's perspective
- Explain the impact and consequences for the victims of bullying, explain why it's wrong
- Try to get the bully to understand the situation from the victim's perspective and to create empathy
- Be approachable, let the bully know they can talk to you

Inform others:

- As soon as bullying is identified, you should inform other group leaders so that they are aware of the situation and can help prevent further instances.
- You should make bullying a topic in your group, no matter if someone is bullied or not
- Inform other group leaders, but not in front of the group not to make the child a 'victim' in public
- Where cases of bullying are more constant and the case hasn't been resolved and contained in the group, parents should be informed.
- When you don't know how to help, you should involve external organisations that offer support.

How can we educate against bullying?

As educators we can raise awareness within our groups of what bullying is, the forms it takes and how we can address it. While doing this, it is important to work on diversity and inclusion to try to prevent future bullying. Promoting respect and an understanding and acceptance of difference can help young people understand each other, promoting inclusion. In understanding the different forms of bullying other than just physical manifestations, children can understand the negative impact of verbal bullying and leaving people out.

In teaching young people how to recognise bullying in its various forms, they are more able

to identify where it occurs in their lives. They are therefore more able to see instances where they have seen bullying occur or even participated in it.

Examples:

- Group discussions on how to treat each other
- Organising trainings for teachers/leaders about identifying bullying, how to tackle it and how to talk about it
- Sessions on inclusion/exclusion, discrimination and diversity
- Activities focused on respect

3.3 Gender-based violence

In this session, we first introduced the difference between sex and gender, as many participants never discussed these issues before.

SEX: Refers to genetic, biological and hormonal characteristics that make someone male, female or intersex.

GENDER: The set of emotional, behavioural and psychological characteristics that we usually associate with being male or female, but can also be something in between or nothing on this spectrum.

They then had the space to reflect how they experience their gender roles before we moved on to discuss different statements touching on gender inequalities. The discussions were very controversial and allowed participants to reflect the basis of gender-based violence, but in a spirit of mutual respect and learning from each other.

- Telling a woman who you don't know that she looks good is a compliment.
- Gender equality is a threat for cultural identity.
- A woman is never responsible when she is raped.
- An abortion is only the business of the woman.

We then introduced the issue of domestic violence through a method of the Council of Europe's Gender Matters publication, Katy's Story. This led the group to come up with the following guidelines:

What is gender based violence?

Gender-based violence are all kinds of violent attitudes that are excused by the assumption of inequality of gender or sexual orientation. The term describes any harmful act against a person's will and is based on gender differences.

How can we identify it?

Gender based violence can be: physical, psychological or structural.

Physical violence can manifest itself for example in:

- Hitting someone because they're gay.
- Force someone into a sexual act without their consent.

Psychological Violence:

- Locking their partner in at home.
- Isolating their partner from other relations.

- Making someone dependent on them or manipulating their thinking
- Ridiculing the partner in front of others

Structural Violence:

- Boys in the family have a higher status.
- Women earn less money compared to men doing the same job.
- Lack of laws that punish gender-based violence.

It's important to mention that gender-based violence does not manifest itself just in these extreme situations; it can start through smaller gestures like 'boys play football and girls like to cook' or a partner who doesn't like their partner's friends and restricts contact with them. It's important to be aware of those smaller gestures as they can lead on to more extreme situations.

How can we address it when it happens?

It's important to address the situations in a positive way, supporting and empowering the victim being their ally. When addressing the aggressor you need to be aware to not provoke them whilst educating and challenging their opinion and making them aware that they use violence even though they might think it's not.

Often also the victim does not interpret the situation as violence based on their gender and can think it is normal or even necessary and they could reject your help.

We must always try to get enough information about the situation and if necessary contact professionals. Every situation is different and unique, and so are the solutions.

- Tell the victim that you are always available when they would like to talk, provide emotional support
- Create a safe space where the victim does not need to be afraid
- Encourage the victim, give them self-confidence, make them realise that they are worth more than violent treatment by their partners
- Give the victim numbers of support hotlines, give them stories of other victims who managed to get out of the circle of violence
- Discuss different alternatives with the victims
- Call support hotlines yourself to ask how you can support a victim of gender-based violence
- Give economic support if a victim of domestic violence does not want to leave the home because of economic dependence
- Speak out against violence on the street when it happens
- Call the police if it comes to criminal violence

How can we educate against it?

- One very important issue of anti-violence education is to educate for respect and self-esteem, because sometimes the lack of self-esteem will lead people to accept to be a victim or aggressor.
- Discuss what healthy relationships are and different forms of gender-based violence to stop the process before it will get extreme or dangerous.
- Make gender inequalities obvious – raise awareness of gender inequalities and homophobia and discuss how to combat these forms of discrimination
- Work on the values of diversity and equality because fear of the difference can promote exclusion and violence based on gender or sexual orientation.
- Reflect your own role as an educator to be consistent and be equal as a role model.
- Try to empower the people in their own lives as an owner of their own destiny.

3.4 Corporal punishment

We started this block with a World Café to discuss how corporal punishment is seen in different communities. It showed that although it is happening everywhere, in some regions it is still much more accepted and often not seen as violence at all, whereas in other societies people are already more aware of the negative consequences of corporal punishment.

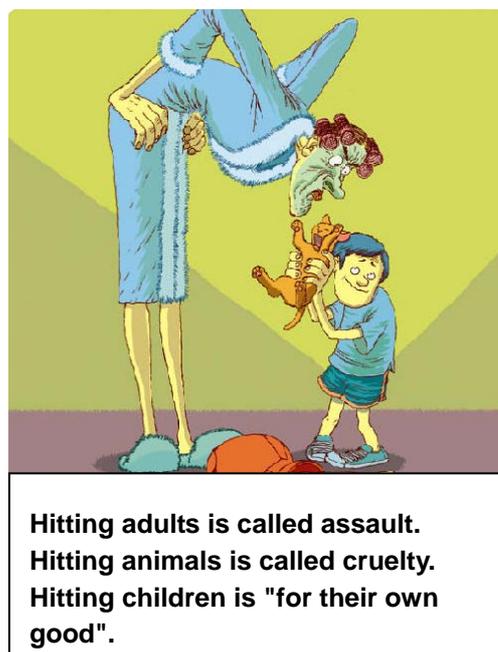
We then moved on to think about how to react to the usual excuses given for corporal punishment and then used image theatre to develop ideas on how to react to corporal punishment when it happens. Based on this, the participants developed the following guidelines:

What is corporal punishment?

Corporal punishment is a form of physical punishment used for disciplining a child. The UNCRC defines corporal punishment as 'any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light'. It also includes for example forcing children to stay in uncomfortable positions or forcing children to wash their mouth with soap.

Why are we against corporal punishment?

- It is a violation of children's rights, which must also be respected within a family
- Children are not the property of their parents and parents can't do anything they want with them; children have their own rights
- It is an ineffective way of educating or disciplining children. They will learn better through respect and trust and when they know why what they have done is wrong.
- It causes serious psychological and physical harm
- It teaches children that violence is acceptable
- It destroys trust between children and adults



How can we identify corporal punishment?

Corporal punishment is literally everywhere, both at home and at schools. Ways to identify it may include the following:

- Physical traces like bruises, injuries
- Fear of sudden movements, fear of adults
- Children who hit others
- The child reports to parents/teachers that they have been subject of corporal punishment
- A friend of the violated child reports that his/her friend has been corporally punished

How can we address it when it happens?

First of all it is vitally important to talk to the victims of corporal punishment and then to talk to parents/carers/ group leader. We can take the following steps:

With children (victim):

- Put the child at ease
- Ask the child what is happening
- Potentially follow-up with specialist investigation
- Ensure children can talk to a group leader in confidentiality

With parents/teachers/group leaders:

- Interfere before the punishment is likely to happen
- Tell the person using corporal punishment that what they are doing is wrong
- Calm the person down before the situation escalates and try to talk with them next day in a calmer setting
- Take the person to the side to criticise their behaviour, not in front of other people
- Apply a non-critical approach towards the aggressors, then they may be more receptive, allowing you to gain more information
- Provide alternatives to educate the child and empathize with the aggressor, ask if they are stressed and need support with anything.
- Don't demonize the person, respect the person, but not the action
- Ask the person how they are feeling, try to understand why they act in this way
- Stand up against it, say something when it happens

How can we educate against corporal punishment?

When we discuss education against corporal punishment, we should define our target groups: either victims of corporal punishment (children) or aggressors (teachers, parents, group leaders). As an educators we can take the following steps:

- Raise awareness on corporal punishment and its effects on children and their relationship with adults among children and among parents/carers/teachers/groups leaders.
- Carry out educational activities with children on the subject of corporal punishment to raise awareness of their rights and give them confidence to report cases of corporal punishment
- Encourage children to report such cases to any authority
- Offer counselling and advice to teachers and youth leaders that have applied corporal punishment so that they are aware of the consequences it may have on children's development; support them with advice on other ways to discipline or educate children, discuss how else they can gain respect and authority.
- Educate parents and educators on children's development stages so they learn which behaviour is appropriate for which age (no disciplining will make babies stop crying when they are hungry).
- Offer advice and education on positive parenting to parents and carers, showing respectful and more effective ways to educate their children based on their best interests, and involving setting boundaries to enable the full development of the child.

- Agree common rules for the group or organisation that clearly forbid corporal punishment; discuss them with parents and leaders joining the organisation; challenge them when they cross the boundaries and act against these rules
- Educate group leaders on methodology and different tools to calm a group down; they also need to understand the importance of their role as educators and role models
- Offer help to other group leaders and create an atmosphere where it is okay to talk about difficulties in the work with children

3.5 Non-formal education

We introduced the participants to the concepts of nonformal, formal and informal education and talked with them about the experiential learning cycle which is the basis for many nonformal learning activities. For this we looked back to the first part of the week and collected all methods that we used so far. The participants then analysed these methods according to:

- The parts/stages of the whole exercise
- Objectives of the activity
- Competencies addressed (Skills, Knowledge and Attitudes)
- Elements that make it (or not) a NFE activity
- How it supports a culture of peace

Their results were then the basis for our introduction to NFE.

In Compasito the different forms of education are defined as follows:

Formal education: Refers to the structured education system that runs from primary to tertiary education, and can also include specialised programmes for technical and professional training [...].

Nonformal education: Refers to any intentional, voluntary and planned programme of personal and social education that aims to convey and practice values and develop a wide range of skills and competencies for democratic life. Nonformal education for children might include out-of-school activities, extra-curricular activities in schools, summer camps and leisure centres. Nonformal education emphasises a participative approach to learning.

Informal education: Refers to the unintentional lifelong process whereby everyone acquires attitudes, values, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience [...]. (Compasito, p.28).

Experiential learning cycle: Introducing the experiential learning cycle should help participants to understand the logic of the educational activities that we used throughout the week and to develop new activities for their groups.

The cycle starts with **experiencing**. The participants do something; try something out that stimulates their thoughts. The phase of experiencing is followed by the **reporting** phase in which the participants share their reactions towards what they have done before. They don't

judge anything in this phase, but tell what they have done and how they felt during an activity. Afterwards they **reflect** on what has been reported. They discuss patterns and dynamics and make connections before they come to the stage of **generalising** where they discuss how what they have learned connects to the real world. Finally they reach the stage of **applying** to think about what they themselves can do to address the issues that they discussed before (cp Compasito p.39).



3.6 Educational Activities

A very important outcome of the study session are the educational activities developed by the participants. In small groups they decided which aspect they would like to work on, what they want to achieve with their activity and which methods to use. The activities were then trialled with the rest of the participants who gave useful feedback and ideas for adaptation.

The participants had complete choice regarding which sub-theme they would like to work on, but our focus on bullying, gender-based violence and corporal punishment probably led them to choose the same areas for their activities. Having three activities on bullying however also shows that this is an issue that is very close to their realities and affects most children and young people in some way.

The activities are:

- Sarah: A method about developing empathy towards people being bullied
- Dot to dot: A short activity introducing exclusion and discrimination
- Phil's Story (Take a step forward): An activity about bullying
- Redefining relationships: Happily ever after? An activity discussing how abusive relationships can develop
- Where do we set the boundaries: An activity to recognise violence in everyday life
- Violence-Bingo: To explore how everyone is part of the culture of violence

- Corporal punishment: To give children the space to discuss corporal punishment and how to work against it

All activities are targeted at children or teenagers, but have been trialled with the study session participants acting as themselves; they also worked well with this more experienced group of multipliers. With some adaptations, they can be used for a variety of different target groups.

We want other educators to make use of this report and run the activities in their organisations. Therefore we also included here some of the methods used during the week by the team. You can find all activities in the appendix and we hope that this part will be very useful for the work of other educators!

4. Outcomes and Follow-up

Learning outcomes of participants

Participants identified many different learning points during the evaluation session.

Many said that only now they realised in how many different forms violence can occur and how differently it is seen in different communities within Europe and beyond. Particularly the Non-European participants highlighted that some forms of violence is never spoken about in their communities and that the study session opened their eyes on how to introduce the issue in their organisations.

It seems that for participants the most important result is the practical implementation of tools to combat violence. They highly valued the many different methods they could try out during the week, the arguments and practical tools against corporal punishment and gender-based violence that were discussed and the discussions about how to use nonformal education. They realised how important it is to learn from each other and to share experiences in order to understand a complex topic and to be able to see it from different angles. Two also mentioned that they learned how to discuss strong opinions in a respectful way and learned how to argue. This reflects the positive and respectful atmosphere in group discussions that touched on peoples' core beliefs.

At the end of the week, the participants felt very inspired and motivated to continue working on the issue in their own organisations. One participant wrote in the evaluation: "The most important knowledge for me is in which way I can work with this issue in my own country. After this I have a lot of ideas that I will practice with my own organisation!" The action plans developed at the end of the study session and taken home by the participants have yet to be implemented, but they are certainly full of ideas on how to change practices in their groups and how to educate their groups and their fellow group leaders on the topic.

Main outcomes and follow-up for IFM-SEI

For IFM-SEI, the most important outcome are certainly the tips and activities to tackle bullying, corporal punishment and gender-based violence that will be widely disseminated in our networks. They should help to start wider work on the issue in all member organisations of our movement, inside and outside Europe.

We are furthermore glad that we got to know new organisations in South-East Europe with which we might continue partnerships in the future, possibly even leading to an extension of our membership-based organisation. Important for us are of course also the strengthened links between our member organisations. Many participants didn't know much about the 'IFM-SEI Family' before coming to the study session, and are now already planning to visit each other's summer camps with their children's groups. These links are so important for the strengthening and internationalisation of youth organisations.

The main follow-up will take place in the organisations of the participants, where they will act as multipliers for fellow educators, and use the learning also in their direct work with children and young people. From IFM-SEI, we will keep in touch with the group to support them in their follow-up activities and to encourage their organisations to support the participants in the implementation of their plans.

As global movement, we will disseminate the tips and activities to all our members and will build on the results in several ways:

- Gender equality campaign: Gender equality is high on the agenda in IFM-SEI and gender-based violence is an important aspect of the persistent inequality. Especially in Africa and Latin America our activists will start stronger work on this issue with dedicated training courses and awareness-raising campaigns
- Mediation and Conflict transformation: In 2015, we will work on conflict and war, which includes training young people in mediation skills. The work done in the study session will definitely be helpful for the young mediators in better understanding violence in conflict situations.
- Gender and sexuality rights education: Bullying is also an important topic in our work with children on gender and sexuality rights, as young people who are LGBT*IQ, perceived as such or who have LGBT*IQ friends or family are more likely to be victims of bullying than others. We will use the results from the study session for our work in this area of our Human Rights Education.

We can only recommend to the Council of Europe and to ourselves to continue working on this topic and to look deeper into different kinds of violence and different aspects of this complex matter, for example to better understand aggressors or to closer look on how violence affects our society every day.

5. Conclusion

Seeing the concrete follow-up plans and the good evaluation from participants, we as organisers are very much satisfied with the results of the study session and feel that we have reached our objectives. It would have been great to go deeper into each of the themes that we discussed, but we feel that our approach of tackling three different forms of violence opened participants' eyes and inspired them for work at home to an extent that would not have been possible by only talking about one of these aspects. Through this approach, we furthermore did not only preach to those who are already very aware for example of the issues around gender-based violence, but also reached people who would not have come to a study session dedicated only to one topic.

It became clear that attaining a culture of peace in our communities takes a long time and a lot of effort. Violence should be stopped before it happens, and for this it is not enough to work with children alone. Involving their parents and other educators in educational work around violence prevention is at least as important, as they both act as aggressors towards children and as role models for them.

At the same time, we have to keep our eyes open to see when a child we are working with shows signs of being a victim of violence, whether it be in our group or at home. We need to know how to identify these signs and what to do then – who to contact, how to talk to the aggressors and how to support the victims themselves.

Despite these challenges, the participants are highly motivated to keep on working on this topic and to combat violence in their groups. Although there are still many challenges to overcome when it comes to combatting violence, particularly because so often it is not even seen as such, it is good to know that many youth activists are eager to promote Human Rights and want to educate their groups for a world where violence is never an option.

We are very thankful to the youth sector of the Council of Europe who supports our work on this topic and Human Rights Educators in general. We are sure that one day it will be possible for children to grow up without experiencing violence in their every-day lives.



6. Appendix

6.1 Educational activities

Overview

Sarah

Age: 12 – 18

Duration 60 minutes

Group size: 8-20

This activity introduces the concept of bullying. Through an active role play different types of bullying and its consequences are considered.

Objectives

- To raise awareness of bullying
- To explore different types of bullying
- To develop an understanding of what it feels like to be bullied and to be a bully
- To create empathy for those that have been bullied

Materials and Space

- A space big enough to run around
- Marker pens, flipchart paper
- Small pieces of paper (2/3 per child)
- Music
- Computer and screen
- Chairs
- Two facilitators (or an experienced participant who will be instructed beforehand)

Preparation

- Write the 'bullying statements' (appendix) on different pieces of paper
- If you are the only facilitator, ask one participant to play the role of 'Sarah' and explain the session (part 5)

Step by step instructions

1. Introduce the concept of bullying to the group by writing the word "Bullying" on the flip chart and get the children to say what they understand by the term. Collect their answers and explain if the group is unsure.
2. Ask the group to make a circle with one chair less than the number of participants. Explain that you will play a game: when the music is playing, everyone can dance in the middle of the circle; when it stops, they have to sit down. The person who doesn't get a chair will stay in the middle.
3. Explain that they should imagine that they have a new student in their class who everyone is making fun of. The person in the middle of the circle will always be this new person. Explain that now when the music plays, the others have to get up again and dance, trying to prevent the new student to get a seat when the music stops.
4. Start the music and stop after one or two minutes. Play for a few rounds. Then sit with everyone in the circle.

Debriefing 1

- How did you feel in the activity?
 - What happened? Did the new student get a chair? How?
 - How would you feel if you were left in the circle?
5. Explain that they will now continue to be with the new student in the class. The new student is called Sarah. Present Sarah (another facilitator or an instructed participant) who goes to the middle of the circle. Explain that they will now each get a role card that shows a statement that they will say to Sarah.
 6. Distribute the statements and ask them not to share what is written on the cards. If you have more than 10 participants, make up more statements or give only every other participant a card. You should distribute them in the right order, with the first child who will read out the statement getting number 1 and so on.
 7. Ask the children to go one by one up to Sarah and say or do what their statement says.
 8. When each child does their bit the person acting as Sarah becomes saddened and flops slightly a bit more after every turn. After the 10th child says or does their bit Sarah should be lying on the floor.
 9. Wait for a few moments and then ask the children to come up to Sarah again one by one and say something positive to her to make her feel welcomed on her first day at school. They should think of the positive statements themselves. This time around, Sarah will rise up slightly after each positive statement. After the 10th child says or does their bit Sarah should be back up on her feet and look very happy.

Debriefing

- How are you now?
- How did it feel to say negative things? How did it feel to see Sarah going down?
- How did it feel to say positive things?
- How do you think Sarah felt? How would she feel later on if you hadn't said the positive things?
- Why do you think children act like this? Why do children get bullied?
- What can we do to prevent that this behaviour happens?

Tips for facilitators

You could end the activity with looking into stories of children or celebrities who got bullied. In small groups, participants can look how other people dealt with being bullied and how it affected their lives.

Appendix: Bullying Statements

1. You just pass by Sarah without looking at her or saying anything.
2. You say: "Your style is so old-fashioned!"
3. You say: "You smell a bit."
4. You say: "Don't sit next to me".
5. You say: "You don't fit in here.
6. You say: "Why don't you go back to where you're coming from?"
7. You walk past Sarah, pushing her slightly out of the way.
8. You say: "I've seen your mother yesterday. No wonder you look so ugly".
9. You say: "Fuck off, bitch"
10. You say: "Why don't you go kill yourself!"

Dot to dot

Age	9+
Duration	30 minutes
Group size	6+

Overview

A short activity to raise awareness of the feeling of those who experience exclusion or bullying.

Objectives

- To empathise with people who are excluded
- To challenge the participants' idea of bullying

Materials

- Stickers in different colours, pens and post-it

Step-by-step instructions

1. Ask the group to stand in a circle.
2. Ask the participants to close their eyes. Then put a coloured sticker onto everyone's forehead, dividing up the colours so that there is one participant on its own. For example: 7 reds and 1 blue or 3 greens, 2 oranges, 4 reds and 1 yellow.
3. Then ask the participants to open their eyes again and to group themselves into their colours by saying "No talking, organise".
4. Leave the group to organise themselves into their different coloured groups without talking.
5. Ask when they are done. They can then take their stickers off the forehead to see which colour they had.
6. Ask:
 - How do you feel about this grouping? Are you satisfied? Why (not)?
7. You can repeat the exercise but switch the stickers around so that the lone participant is part of a group and there is a different person on their own. This time you can use a funny sticker for the lone person to make them appear more different.

Debriefing

- How do you feel now? Are you satisfied with this grouping?
- Why are you grouped like this?
- Why is there a person on their own?
- How does it feel to be in the big group?
- How does it feel to be the lone person?
- Would there have been other ways to group yourself?
- Does this happen in real life? Which real situations could this symbolise? Why do these situations happen? *Write down their answers on a flipchart.*
- Who do you think is usually left alone?
- How can we organise ourselves differently in real life so that no one is left alone?

Tips for facilitators

- You could pick out the "leaders" of the group to be the lone participant. Observe how they react out of their "comfort zone".
- Don't explain that this is an activity about bullying.
- You could have several people who are alone with their colour.

Phil's Story

Age Group	12+
Group Size	10-25
Duration	60 minutes

Overview:

In this activity participants learn to recognise bullying and find solutions against bullying.

Objectives:

- To identify different types of bullying
- To understand what it feels like to be bullied or to be a bully
- To reflect on different bullying situations and to find solutions

Materials

- Flipchart, markers
- Copy and cut out the situation cards

Preparation:

Prepare the story in advance as it is necessary for both parts of the activity. For the second part of the activity use different parts of the story as situation cards.

Step-by-step instructions:

1. Ask the group to stand one next to the other and to close their eyes. Tell them that they should imagine they are a person called Phil.
2. Then read out 'Phil's story', taking short breaks between the paragraphs to give everyone the time to understand and think. Explain in the beginning that participants should take a step forward if they think that the concrete part of this story constitutes bullying or refers to bullying. They can make smaller or bigger steps according to how grave the bullying is in their opinion.
3. After you finish reading the story, ask participants to open their eyes again and to stand still where they are. They can look around to see where the others stand.

Debriefing 1:

- Where do you stand now? More in the back or more in the front?
 - How do you feel now after hearing the story?
 - Why do you stand more in the front or more in the back?
 - Which situations were difficult to decide on? Which ones were more obvious? Why?
 - What do you think is bullying? Do others see it differently? Why?
4. Now the participants can leave their positions and come back together. Ask them to recap the story. What different things happened to Phil?
 5. Explain that you will now look deeper into these situations and think about how we could support Phil. Divide the group into five smaller groups and give each a situation card.
 6. Ask the participants to read their card and then to think about what could help Phil in this situation.
 7. Ask them to prepare a short role play of their situation with Phil, bullies and bystander and show the solution they came up with.
 8. Present the plays. After each scene, ask the audience:
 - What did you see?

- Do you think this is realistic?
- What other ways can you propose to help Phil?

Debriefing 2

- How realistic do you find these solutions?
- Would you dare to use them in your school?
- How do you think can we prevent bullying before it happens?

Appendix: The Story of Phil

Phil is 12 years old and today he is starting a new school. We are going to follow him during his first month in his new class.

Phil just had his first lesson. Now, after the lesson, he walks through the hall to go for lunch. In the hall he sees a group of people from his class looking at him, and then beginning to laugh.

Phil doesn't know anyone in his class yet, so when he enters the canteen to eat his lunch, he sits down at the free table, while his classmates are sitting together in groups.

After a week Phil starts to get secret text messages. They say that he is weird and smells bad. He gets really uncomfortable but tries to ignore it.

During the breaks, Phil is often alone and sits on a bench near his classroom. One day his teacher tells him to go out and play with the other boys. Phil puts on his jacket and goes to the football ground where the other boys are playing football. He asks if he can join, but one of them tells him that they are already too many and he can't participate.

Paul is another boy in Phil's class. He is also very quiet and Phil has noticed that the other boys also tease Paul. One day he tells the teacher when some of his classmates push Paul in the hall and call him dirty names.

Paul and Phil take the same bus to school every day. One day Phil takes the seat next to Paul. Paul looks at him, and then he stands up and changes his seat.

Adam is the strongest and loudest boy in Phil's class. One day he puts a whiteboard marker in Phil's bag when no one pays attention, and then yells so loud that everyone can hear him: "Phil is a thief, he stole the marker".

As weeks go by, Phil feels more and more uncomfortable at school. When he enters the classroom, the other boys laugh at him and make jokes about him. Phil tells them to stop calling him names at last, but that just makes it worse.

Phil is not good at sports, so during the gymnastic lessons he doesn't participate much. In one lesson they play basketball. When Phil gets the ball, someone is pushing him to the floor. The teacher just yells: "Come on Phil, get up!"

Phil has a good relation with his mother. For his birthday he gets a pink and green t-shirt, his favourite colours. The next day he puts it on to show gratitude to his mother. But just before he arrives at school, he secretly changes his shirt, and puts on a blue one instead.

After a month in his new school Phil is more scared than ever. He finds a note in his locker that says: "I will kill you, loser". He packs his things and decides to go home. But before he gets out someone pushes him to the ground and kicks him into the stomach.

Situation Cards:

1. Phil just had his first lesson. Now, after the lesson, he walks through the hall to go for lunch. In the hall he sees a group of people from his class looking at him, and then beginning to laugh.
2. During the breaks, Phil is often alone and sits on a bench near his classroom. One day his teacher tells him to go out and play with the other boys. Phil puts on his jacket and goes to the football ground where the other boys are playing football. He asks if he can join, but one of them tells him that they are already too many and he can't participate.
3. Paul is another boy in Phil's class. He is also very quiet and Phil has noticed that the other boys also tease Paul. One day he tells the teacher when some of his classmates push Paul in the hall and call him dirty names.
4. Paul and Phil take the same bus to school every day. One day Phil takes the seat next to Paul. Paul looks at him, and then he stands up and changes his seat.
5. Phil is not good at sports, so during the gymnastic lessons he doesn't participate much. In one lesson they play basketball. When Phil gets the ball, someone is pushing him to the floor. The teacher just yells: "Come on Phil, get up!"
6. After a month in his new school Phil is more scared than ever. He finds a note in his locker that says: "I will kill you, loser". He packs his things and decides to go home. But before he gets out someone pushes him to the ground and kicks him into the stomach.

Redefining relationships: Happily ever after?

Age	13-18
Duration	90 min
Group Size	10-20

Overview

In this activity the participants reflect on how a healthy relationship looks like and how we are taught relationships are supposed to look like.

Objectives

- To question romanticized views of relationships
- To reflect if people have the “right to own someone” in a relationship

Materials

- Markers and Flipcharts/whiteboard
- Paper, Tape

Preparation:

- Write OK/NOT OK-signs and put them up on the wall at opposite sides of the room
- Read through the conversation
- Look through the exercises and adjust to target group if needed (for example come up with other debriefing questions).

Step by step instructions

1. Sit in a circle and show the group this question written in the middle of a flipchart: “*What does it mean to be in a romantic relationship?*” Gather people’s suggestions around the question.
2. When you have enough keywords or sentences, reveal the second question: “*What characterizes a good partner?*” Gather suggestions on another flipchart. If discussion occurs during these two brainstormings, let people share their thoughts. (20 minutes)
3. Tell everyone to stand up and push the chairs to the side. Start off with the group in the middle of the room, between the two signs “OK” and “NOT OK”. Explain that you are going to read out a few examples of situations (appendix 2) that could happen in a relationship, and that the participants are supposed to take a stand on these situations by moving to either one or the other side of the room. When people have taken a stand; ask if someone wants to explain why they are standing where they are. If there is time; let there be discussion. If not; let them know at least one opinion from each side (if people are not all on the same side). 20 minutes
4. Gather in a half circle again. Two of the leaders are now reading the conversation “And then they lived happily ever after” (appendix 2). Leave pauses between the lines so the participants have time to reflect on what was just said. (30 minutes with debriefing)

Debriefing 1

- How do you feel now?
 - What happened in the story?
 - Is this story realistic? Why/why not?
 - What does the story make you feel, and think of?
 - Is there a turning point in the relationship? If you think so, when?
 - How could the story continue?
 - If person B was one of your friends, what would you do? (Would you even know?)
5. Ask the participants to look back at the keywords you gathered in the beginning. Can they find any words that they think could lead to an unequal relationship? Make a circle around those words. If there is time, you might also ask for the contrary; if there are any words that would prevent an unequal relationship? (10 minutes)

Debriefing 2

- From where do we get information about how a relationship should look like?
- Can this happen to any kind of relationship?
- Have these exercises made you rethink any of your opinions or have you new perspectives? Why/Why not?

Tips for adaptations

- You could ask the participants to come up with a continuation of the story, for example to write a dialogue for five years later.
- You could also add other kinds of relationships in the discussion or the statement exercise, like a protective sibling or parent.
- You can end the activity by doing something, for example a poster campaign on “how can a healthy relationship look like” for your school or group house.

Annex 1: Statements

- You read your partner’s emails and text messages because you suspect that they are cheating on you.
- One of the persons in a couple is constantly checking up on the other person; asking what they are doing, where they are etc. by calling, texting, coming by.
- Your partner goes after and confronts a person that has harassed you without your knowledge, after finding out about the incident.
- You tell your partner that your ex was at the same party as you, and your partner gets mad at you for not leaving the party at once.
- Your partner becomes jealous every time you go out with your friends.
- One person forbids their partner from seeing people who they think have a bad influence.

Annex 2: And then they lived happily ever after

This story is read as Person A talking to Person B, and person B thinking out loud for the audience to share the thoughts.

The narrator can be one of Persons A or B, before starting the conversation.

(Narrator) *Two persons recently became a couple, Person A and Person B.*

Person A: Wow I love your style, you're so good-looking and such an individual. I love that about you!

Person B: We fit so well together, I am so happy!

I've never felt so close to anyone. You are the only one I trust, and who I can share my problems with and who understands them. I'm so happy that I have you, I love you so much.

I am sure that I am important to my partner, and I feel very safe in this relationship. I love you too!!

I feel like I have found my other half. We are like created for each other. You're the only person I need. We don't need anyone else, do we?

The two of us are made for each other! The rest of the world feels quite far away when we spend time together. Every minute away from each other is a minute lost for me.

You're the most beautiful person in the world! I can't understand that I, out of all people, get to be with you. To me, you don't need to dress the way you do, you are beautiful anyway. Are you dressing like that for someone else? If you want to be with only me, it would make me feel better if you didn't dress like that.

I don't want anyone to feel bad... and I don't want an argument for this sort of thing.

To wear something else is really not a big deal, I might as well.

You spend so much time with your friends. But we have such a great time together... am I not enough for you? I don't like the way you talk about them and the things you do together. I think they have a bad influence on you. Can't you just be your amazing self??

Lately we have been so close to each other. I don't want to ruin that. I start to see my friends less to invest more time in my relationship instead.

I do like your parents, but do we have to see them every Sunday? I'd like to spend more time with you alone, and they don't like me very much.... All they do is criticize me. I can't even relax in Sundays any more. I wish you didn't want us to spend so much time with them.

I am worried about our relationship, and fear to lose it, and with that my best friend.

My family don't like my partner anyway. I spend less time with my family but call every now and then.

(Narrator) *And then they lived happily ever after... Or did they?*

The story is taken from 'Gender Matters: A Manual on addressing gender-based violence affecting young people' p.139

Where do we set the boundaries?

Age	10+
Duration	85 minutes
Group size	up to 20

Overview

In this activity, participants discuss different forms of violence, try to recognize it in everyday scenarios and raise awareness of perceptions that could be considered as violent acts.

Objectives

- To understand the prevalence of violence in society and it being perceived as something normal
- To identify different forms of violence and let people challenge their own perceptions of violence
- Emphasize the different influence violence has on each individual

Materials

- Different scenarios (6-7 papers)
- Two bigger pieces of paper
- Flip charts, markers and small pieces of paper
- Story

Preparation

Write down the scenarios and the story attached in the appendix and make signs for 'violent' and 'non-violent'

Step-by-step instructions

1. Form a circle and ask everyone to close their eyes for a while until you ask them two questions. Both times count how many people said yes and write down the numbers.
 - a. Have you ever been a perpetrator of violence? If yes, raise your hand.
 - b. Have you ever been victim of violence?Do not tell the result, save it for the end.
2. Ask: What do you think of when you hear the word violence? They should come up with either their own definitions or key words. Make sure you get answers from everyone, and leave some time for the discussion.
3. Set the group in the middle of the room, while having signs with "non-violent" and "violent" on opposite sides of the room. Read the scenarios (see appendix 1) out loud, and ask them to position themselves in the place according to the degree of violence that they could recognize in the scenario (from non-violent to violent, there can be a scale).
4. After each scenario, ask people to explain why they chose that spot in particular. After a short discussion based on each scenario, participants can change where they are stood on the scale.

5. Come back in the circle. Based on the previous scenarios, brainstorm all the possible forms of violence they can think of and write them on the flipchart. Also ask them to add some more that haven't been mentioned in the scenarios. If needed, divide them into groups of three/four people.
6. Give the participants small pieces of paper and explain that you will read a story (see appendix 2). Each time they recognise violence in the story, they should put down a piece of paper on the floor. Do not make any pauses, and keep reading until the end.

Debriefing

- How did you feel during the story?
 - How many pieces of paper did you put down?
 - Was it easy or difficult to decide whether scenarios presented non-violent or violent situations?
 - What types of violence did you identify?
 - Why is it so difficult to recognize violence?
 - What were the important moments in the story?
 - Does this happen only in a kingdom far, far away?
How would you explain the ending of the story?
7. Ask the two questions from the beginning once again. The difference in yes/no answers can be revealed at the end. Ask participants if/why they responded differently to the question at the end. If they responded yes ask them to consider whether their understanding of what constitutes violence had changed.

Appendix 1: Scenarios

1. You and your friends regularly go shopping. You arrange to meet one Saturday, as always, but nobody else shows up at the agreed time or place. You receive no message or phone call changing the plan, and nothing is mentioned back at school on Monday.
2. A friend asks you to remove a photo from Facebook. You don't see anything wrong with the photo and, despite her persistent requests you refuse to remove it.
3. You see Jamie in your children's group hitting another child. You run over, grab Jamie's arm and drag him away.
4. I played a really important football match and missed an open goal. My teammates were really annoyed and my coach said I was useless. It was a really easy goal and everyone was upset we lost the match.
5. A popular girl in your class posts a Facebook status saying that Helen has been wearing the same outfit all week. Lots of people have already 'liked' it. You don't really know Helen but you have also 'liked' the status.
6. At the start of term, my dad told me there would be consequences if I got bad school grades. After my first 'D' he locked me in my room until I did all my homework. I did not take him so seriously or work too hard. When I got an 'F' in maths he locked me in my room overnight. He warned me again, but when I failed the term, he hit me with his belt.

Appendix 2: The story

(Depending on the age of participants, some parts might be modified)

Once upon a time, there was a kingdom living far, far away. There lived a king, a queen and their son, the prince. They led a comfortable life in their huge castle, and were respected by the entire community. Due to rising sea level, suddenly, one day, the entire area was flooded. Everyone was forced to flee as quickly as possible. After weeks and weeks of wandering, the royal family arrived to a land very different from their own. In attempt to adjust to the new society, they started looking for a job and a school for their son. Unfortunately, king and queen were not able to get a job, and have been told that it is due to big cultural differences.

The prince started going to school, but for some reason it just did not feel right. He was being ignored, no one sat next to him during lunch breaks, and the other kids were constantly staring at him. The prince started thinking that it was his fault. What else could be the possible explanation for what has been going on? They were all the same age, interested in the same things, but still something was just wrong and the prince wanted to go back home. He started isolating himself, but the new situation back at home made it even worse.

Not being able to find a job, his parents got into a difficult and unusual position: their financial status got worse and worse. Their used-to-be royal outfits (that also caused teasing) were now replaced by much less extravagant outfits that made the teasing even more frequent. The used-to-be carefree child, the prince, whose only responsibilities were to study and play, now became introverted, excluded, isolated and confused.

The pressure of living in the new land started to get to the family, they began to argue a lot more, and on several occasions did something they wouldn't normally do: they locked the prince in his room, in attempt to make him study harder, since the results from school were quite disappointing, and did not meet the 'royal expectations'.

Over the next years not much changed, but the prince got used to it. He finished school, went to university, was the best in the class, but something was still missing, and he was not sure anymore if it was him or the others who acted in a strange way. Fortunately, that part of his life ended as well, and he managed to find a decent job.

Despite not being well networked with his co-workers, he really liked the job. One day, he did not show up at work. Few days later, he was found asleep and never to wake up, clutching the photo of his kingdom with a note on the other side, saying: "All I wanted was to go home".

Violence-Bingo

Age Group	14+
Group Size	10-20
Duration	60 minutes

Overview

Combining reflection and a game of Bingo, participants explore their own role in a violent culture. The group should already know each other well and trust each other.

Objectives

- Help people recognise their own role in the culture of violence
- Highlight interdependence between society and individual attitudes

Materials

- Bingo cards (printed or drawn 3x3 grid with different ordering of 1 to 9 on each)
- Small pieces of paper, pens
- Quiet music
- Flipchart with «Iceberg» graphic (appendix)

Step by Step Instructions

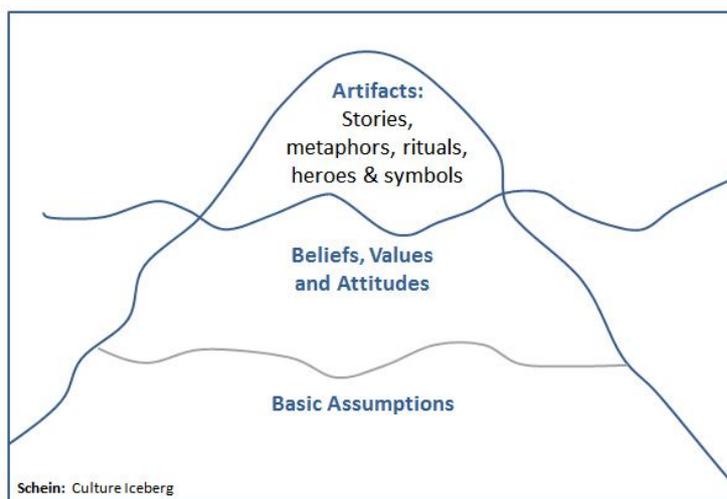
1. Explain the topic of the session with a brief introduction no more than 2 minutes
2. Ask the group to stand in tight circles of five to ten people, with one participant in the middle of each circle. The participant in the middle should cross their arms across their chest, close their eyes, and hold themselves rigid like a stick. They should then allow the other participants to pass them from one to another across or around this small circle, falling between the others who take the weight of the central person before gently pushing them across to another. It should be a positive feeling to be able to trust the others in the group.
3. Ask people how they feel before you move on.
4. Ask everyone to spread out and lie or sit down on the floor, closing their eyes. Begin to play gentle relaxing music and explain that everyone is going to ask themselves some questions about their own life. It's important to take your time and keep a calm, gentle atmosphere in the room. Ask participants:
 - Think of a situation when you have been violent in your life. It can have happened recently, when you went to school or even earlier.
 - What did you do?
 - Why were you violent? Why did you do it? What happened?
 - How did you feel then?
5. Ask everyone to open their eyes, stand up and form a human sculpture that represents how they felt at the time, to form a shape with their body that reflects that emotion. Ask participants to also look around to see what the others are doing.
6. Select a few sculptures from the group that appear different from each other and ask what the participant is trying to represent, what emotions they are expressing and why they chose to represent their feelings like this.

7. Ask participants to go together in small groups of 3 or 4 to share what they thought about, if they wish to.
8. Explain that it is important to look at our own behaviour before analysing or criticising others. This self-reflection helps us to understand that we all contribute in some way to a violent culture.
9. Come back together and hand each participant a pen and paper. Ask everyone, with their situation in mind, to write down, in as few words as possible, why they used violence in that situation.
10. Go round the circle and ask everyone to read out what they have written, explaining why that gave them the power to use violence in that situation.
11. Group similar notes together and pick one from each group that most clearly represents that category. Give each a number from one to nine. You will need at least 9 different reasons to play the Bingo game so if necessary you can add any of your own.
12. Give a Bingo card to each participant and then stand outside the circle and call out the reasons and their numbers to the group. The participants are to try and write down another situation where that reason could be used as justification for being violent. Give each reason between 30 seconds to a minute to allow participants time to think and write but also ensure the game keeps moving on.
13. When someone completes a line across their grid and calls BINGO, ask them to stand up move to the centre of the circle to receive their prize, a group hug from everyone else.
14. Continue reading through all 9 justifications of violence and then ask the group to share one or two examples of what they wrote for each number.

Debriefing

- What do you feel now?
- What are the different justifications that you came up with?
- Are some more used than others?
- Are there other reasons why people use violence?
- Where do you think we have to start if we want to create a violent-free society?
- Where do you think we can individually start to be non-violent?

You can present the group the iceberg graphic (appendix) and ask which forms of violence lie above, and which below the water line and why. What makes it difficult to work towards a culture of non-violence?



Violent children, violent adults

Age Group	6-12
Group Size	10+
Time	60 minutes

Overview

In this activity participants discuss why adults use corporal punishment through the use of images.

Objectives

- To raise awareness on corporal punishment among children
- To inform children about their right to non-violence

Materials

- Flipchart, Markers
- Paper, coloured pens
- Copies of the images (appendix): each image should be copied 4-5 times, so that each child can have one image and there is roughly the same number of each image.

Step-by-step instructions

1. Explain the children that you will talk about people who are violent and why. You can explain that the topic might be quite emotional for some of them. You can agree on an 'out-of-activity' space in the room where the children can go to if they feel they need a break.
2. Ask the group to shout out what violence is and write their answers on a flipchart.
3. Make two columns on a flipchart with the titles 'children' and 'adults'. Explain that you're going to look at situations when children and adults are violent. Split the group in two. The children in one group should draw a situation when children are violent. The other group should draw situations when adults are violent.
4. After 10 minutes, let everyone present their pictures and ask for clarifications. Take notes in the table on the flipchart.
5. Then ask:
 - Are the situations similar? What are differences?
 - Why do people use violence?
 - Is it good or bad to be violent?
6. Explain that you will now look at some pictures. Distribute the pictures to everyone and then ask the children to find all others who have the same picture. They will form a group.
7. Ask the groups to look at all the details of the picture. They should think about:
 - What do you see? Who are the adults, who are the children?
 - What are the adults doing?
 - What are the children doing?
 - How do you feel about what you see there?
 - What could be the title of the image?
8. After 10-15 minutes, come back together and let all groups describe their images and the titles they found.

Debriefing

- Is it okay when adults hit children?
- In what situations do parents hit children?
- Will children learn discipline when they are hit?

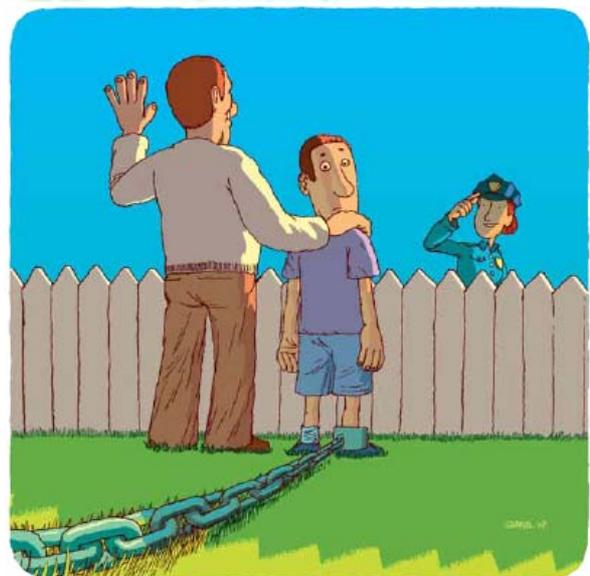
- How would you like to be told off?
- What kind of behaviour of adults towards children would be more effective?
- How can we explain that to adults?

Explain that in many countries it is illegal to hit children, and that also all governments have signed the UN Convention on the Rights of the Child, an international document describing the rights of children. One of them is not to be harmed and to live without violence.

Appendix: Images

The images are taken from the Council of Europe's campaign 'Raise your Hand against Smacking'

http://www.coe.int/t/dg3/children/corporalpunishment/Campaignpack/Default_en.asp



What is Violence?

Age	16+
Duration	3 hours
Group size	10-30

Overview

This activity aims to introduce the topic of violence

Objectives

- To explore what violence is and what it means to different people
- To reflect on the role of violence in different communities
- To share experiences about violence affecting children and young people and its effects on their development

Materials

- Prepared situation cards for five groups
- Markers
- Flipchart paper
- Small cards, paper and coloured pencils

Preparation

- Write the 'violence cards' (appendix) on different pieces of paper

Step by step instructions

1. The participants form small groups of five and each group gets a set of cards describing different situations. Give around 5 cards to each group. They should read through the cards and for each decide if they consider this to be a situation of violence. They should discuss in their groups:
 - If they personally think this is violence
 - If their society and their legal system would consider this to be violence
 - If this is something that happens in their community
2. After 30 minutes, all groups come back together for a short debrief:
 - Was it easy or difficult to decide whether something was violence or not?
 - How did you decide?
 - What were the main differences between your realities? What were similarities?
3. In pairs, the participants should now write down the key words that define violence for them (each key word on one card). After five minutes, they stand up to meet another pair and compare their key words. They need to decide on four or five words that define violence for their group of four. Then the groups of four meet another group of four and once again have to decide on four to five words between them.
4. We come back together in a circle and the three groups of eight present their key words by putting the cards on a wall.
5. In plenary, discuss if there are disagreements about words or if individuals feel very strongly about other words they would like to add.
6. In small groups, the participants then draw 'problem trees' to show how their communities are affected by violence. They should draw a big tree on a flipchart paper, with the word 'violence' written in the trunk of the tree. The roots of the tree should describe the causes of violence in their community and the branches should describe how young people are affected by violence. The posters are then put on a

wall so that the participants can go around and look at the other posters during the week.

Debriefing

- How do you feel now?
- What are the main reasons for people being violent?
- Why do you think that is?
- How are our organisations affected by violence?

This activity can only be a starting point to get deeper into the topic and explore what we can do against violence.

Appendix: Situations cards

- War against terror: A house in a Pakistani village is destroyed by an American drone because it gave refuge to an Islamist terrorist.
- 5-year old Tom wants to see what his mother cooks for lunch. He reaches out to touch the pot that is standing on the stove. His mother slaps his hand and shouts out: 'Be careful Tom, you will burn your hand. Don't touch that!'
- Susan, 16, wants to meet her friends. Her mother thinks she should finish her homework before she leaves the house. She closes Susan's room by key and tells her she will only open it once the homework is done.
- Kim is alone at home and reads an e-mail from his ex which makes him furious. He feels the urge to let his anger out, and throws the empty glass he holds in his hand against a wall in his kitchen. Then, feeling calmer, he cleans up the mess.
- Paul is at home, waiting for his boyfriend to come back from a party. After hours, he finally arrives. Paul shouts at him: "You bitch, what did you do for so long, meeting other men? I won't allow you to go to parties without me anymore!"
- Two girls hold hands while they are waiting in a supermarket queue. Behind them stands a group of women, looking disapprovingly at them and making comments such as: "uhhh look, two lesbians, can't they keep their love life at home? That's so unnatural!"
- A group of good friends, all going to the same school, like playing pranks at each other. Tom just switched Tim's mobile phone settings to Chinese, Tim put salt in Paul's sugar bowl last week while Paul changed all the clocks in Tom's house to one hour later.
- A group of good friends likes to play pranks. There is this one weird girl in their class, always wearing really old-fashioned clothes and not smelling very well. So the group decides to have a go at her. They start with putting a good old whoopee cushion on her seat, then send her pictures of naked people to see her face go red during class and finally write her anonymous love letters.
- For the same work, the wage of women is lower although they have the same qualifications as their male colleagues.
- Carla and Sergey are married and both work. Sergey would prefer Carla to stay at home, but they need the money. When Carla gets her salary, she has to give it all to Sergey who decides about financial decisions of the family.

- Sandra has depression and does not see any sense in life. One day, after her children left for school, she feels so miserable and desperate that she takes all pills that she finds in her cabinet, drinks half a bottle of vodka and hopes she will never wake up again.
- Liza has two children from two different fathers to whom she has no contact anymore. She is stressed and fed-up by all the noise her children (1 and 3 years old) make all day long. One day, she just leaves the house on her own, goes for a walk and decides not to come back until the evening to finally have a day on her own. The children are meanwhile at home, hungry and dirty, until she finally comes back home at night.

What is Bullying and how to address it?

Age	16+
Duration	3 hours
Group size	10-30

Overview

This activity aims to introduce the topic and discusses strategies on how to address this type of violence in the work of the participants.

Objectives

- To raise awareness of bullying
- To reflect on the roles of bully, bullied and bystander
- To develop ideas on how to address bullying in our groups

Materials

- Role cards (appendix)
- Prepare flipchart posters for solutions
- Flipchart posters, markers

Step by step instructions

1. Mention that this can be a personally very sensitive session and that participants can share only what they want to share and can ask for a break at any time.
2. The participants briefly discuss with their neighbours what bullying is (max 5 minutes) and then share their thoughts in plenary. Write down the keywords on a flipchart. Then in plenary, brainstorm on how bullying can manifest itself and note down the answers.
3. Explain that you will use theatre in the next session. To warm up, you will do two exercises:
 - Copy Cat: Participants stand very still in a circle. They choose one other person that they will copy. Any movement they do, they copy and exaggerate it.
 - Emotions game: Walk around the room, greeting the people you meet. When facilitator claps, everyone stands still and facilitator gives instructions (e.g.: you are all 90 years old; you are running to the train station; you are meeting after suddenly landing on the moon)
4. 10 participants get role cards (see appendix), describing different personalities (bullies, bystanders, bullied). During 10 to 15 minutes, they play their roles while the others observe the situation and take notes of their observations. After 15 minutes, they get out of their roles.
5. Ask the observers:
 - What happened? What did you see? What did the different people do? What do you think their roles were?
6. Ask the actors:
 - How did you feel? How did the others react to you? Why did you think that was?
7. Ask everyone:
 - Why is it so difficult to step in when someone is bullied? Would you have reacted differently in this scene?
8. Now you will think about how to react when bullying happens: The facilitator will read descriptions of bullying. Each situation is first discussed from a child's perspective, and then in the next round from a leader's perspective.
9. For each situation three possible responses are given. A fourth response is always open if participants think of a different response. Each corner of the room is

numbered. After they hear the situation and the responses, participants go the corner that represents what they think they would do in this situation.

10. Read out the bullying situation and give the participants time to choose their response and go to the corresponding corner of the room. Once the participants have taken a position, ask a few in each position why they chose that response and some of its advantages and disadvantages. Allow those participants who chose the open corner to explain how they would respond.

Debriefing

- How do you feel now?
- How can you identify bullying? What are signs you should look out for to realise if someone in your group is bullied?
- How could you support people in your group being bullied? What is the best way to find solutions acceptable for the victim?
- How can you best talk to bullies? (As a peer and as a group leader)
- When should you inform other people about a bullying problem in your group? Who should you inform?
- What do you think is the main challenge in tackling bullying?
- What do you think is the main tool to combat bullying?

Appendix: Role cards

1. No matter what happens, you simply laugh and try to be ironic.
2. You stay on your own and observe what happens, without doing or saying anything.
3. You always try to be on the side of the strongest and to support the stronger side.
4. You are annoyed when something unfair happens and you try to intervene.
5. You think you are the strongest and you also want to show that everywhere.
6. You often become aggressive and are prone to violence (only verbalise what you might do in this role!)
7. You insult and ridicule others and use swear and insulting words.
8. You always try to isolate people who you think are inferior and with whom you want nothing to do.
9. You are an introverted person and you are scared, obedient and submissive.
10. You feel left alone and you don't feel good.

Appendix: Bullying scenes

Child's Perspective	Leader's Perspective
<p>Your group leader keeps calling you 'annoying' every time you make a joke and says that he has enough of you. Other children have started calling you names too. What would you do?</p> <ol style="list-style-type: none"> 1. Go straight to the leaders of the organisation and tell them what is happening. 2. Start missing group meetings because you don't like going anymore. 3. Ask your parents if you can go to another organisation instead. 4. Something else (Open corner) 	<p>You realised that another group leader keeps calling a child 'annoying' every time they make a joke and says he has enough of them. Other children have started calling them names too. What would you do?</p> <ol style="list-style-type: none"> 1. Wait until the child comes to you to complain. 2. Go to the group leader and tell him that you don't think his behaviour is ok. 3. Go to the child and ask how they feel in the group. 4. Something else (Open corner)
<p>Your friends start calling you names, sending</p>	<p>A child comes to you, telling you that their</p>

<p>you nasty text messages and forcing you to give them things. You don't feel good when these things happen. What would you do?</p> <ol style="list-style-type: none"> 1. Nothing. You must have done something wrong to make your friends act like that. 2. Start calling them names in return and threaten them. 3. Speak to your parents or teacher and tell them what is happening. 4. Something else (Open corner). 	<p>friends started to call them names, sending nasty text messages and forcing them to give them things. They don't feel good about what happens. What do you do?</p> <ol style="list-style-type: none"> 1. I go to the friends to ask them casually why they do this and talk with them about the feelings the other child has. 2. I discuss with the child how they can defend themselves and how they can tell their friends to stop. 3. I have a closer eye on the child and the next time I see the friends doing something, I intervene when I see the bullying happens. 4. Something else (open corner)
<p>You notice one of your friends is teasing and making fun of the younger children in the summer camp. Your friend has started taking things from them as well. What would you do?</p> <ol style="list-style-type: none"> 1. Tell the camp leaders what is happening without letting your friend know. 2. Help your friend in taking things from the younger children in case he/she starts to take things from you. 3. Tell your friend that you think that what he/she's doing is wrong and that they should leave the younger children alone. 4. Something else (Open corner). 	<p>You notice one child is teasing and making fun of the younger children in the summer camp. They have started taking things from the younger ones as well. What would you do?</p> <ol style="list-style-type: none"> 1. You contact the parents and send the child home. Stealing is unacceptable. 2. You tell the child off and give them a last warning. If you see this again, they will be sent home. 3. You bring the older boy and the younger children together and start a discussion on how it is best to interact in a group so that everyone feels good. 4. Something else (Open Corner).
<p>A group of kids in your class are spreading hurtful rumours about you by sending online messages around. Many kids now won't play with you or even speak to you. Even your friends are starting to think they may be true. What do you do?</p> <ol style="list-style-type: none"> 1. Nothing. No one will believe you if everyone thinks the rumours are true. 2. Start spreading bad rumours about the other kids. 3. Tell everyone the rumours are untrue. 4. Something else (Open corner). 	<p>You realise that one child seems to be upset when they are looking on their online profile and that other children are less and less talking to them. What should you do?</p> <ol style="list-style-type: none"> 1. You try to have a look at the profile to see what's on there. 2. You take the child aside in a calm moment and ask how they are feeling and if they are upset about something. 3. You organise a role play activity about online bullying for the next meeting, so that you can discuss the topic without concretely targeting this child. 4. Something else (Open corner)
<p>A tall boy in your group started to give you small punches, and keeps hitting you when no one is looking. You're quite scared of him, the punches hurt but he goes on and on with it. What would you do?</p> <ol style="list-style-type: none"> 1. Tell the group leader what is happening. 2. Stop going to the children's group. 	<p>You realise that there is a participant in your group who changed a lot in the last weeks. He seems quieter and somehow scared. He's not enjoying the activities as much as he used to. What would you do?</p> <ol style="list-style-type: none"> 1. You don't really know what's happening, and continue to observe if he gets better

<ol style="list-style-type: none">3. Tell him that it hurts and to stop doing it.4. Something else (Open corner).	<p>or not.</p> <ol style="list-style-type: none">2. You talk to the parents and ask how he is feeling at home.3. Talk to the boy and ask why he doesn't like coming to the group anymore.4. Something else (Open Corner)
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This activity is an adaptation of 'Bullying Scenes' from Compasito.

Gender Based Violence

Age	16+
Duration	2.5 Hours
Group size	10-30

Overview

What is gender based violence? Defining and clarifying it. Who can be involved? What kind of violence are we talking about?

Objectives

- To raise awareness of gender-based violence
- To reflect on the cycle of violence
- To share tools to identify and address gender-based violence in our groups

Materials

- Flip chart and pens
- Sheets of newspaper
- masking tape
- Blankets for Kati's story

Step by step instructions

1. Explain the difference between sex and gender to the group. Write the definitions on a flipchart. In murmur-groups of three they should find one example for sex and one for gender. Go around and some groups share one of their examples.
SEX: Refers to genetic, biological and hormonal characteristics that make someone male, female or intersex.
GENDER: The set of emotional, behavioural and psychological characteristics that we usually associate with being male or female, but can also be something in between or nothing on this spectrum.
2. Gender walk: Spread sheets of newspaper randomly around the room on the floor (one for each two participants). Explain to participants that when you shout out the word 'Walk' they are to walk around the room as fast as possible (without bumping into anyone). When you shout 'person to person' they are to stand on a piece of newspaper. Only two people are allowed on a sheet of newspaper at a time.
Explain that you will call out a question which they can discuss in that pair for two minutes. At the end of the two minutes you will shout 'Walk' again and they can walk around the room again until you shout 'person to person'.
 - Something "typical" of my gender that I like doing.
 - Something "typical" of my gender that I don't like doing.
 - Something "not typical" of my gender that I would like to be able to do without judgment.
 - One event in your life when you became very aware of your gender
3. Statement barometer. Draw a long line with masking tape on the floor from one side of the room to the other side. One end is marked with a sign "AGREE", the other side means "DISAGREE". Now read out the following statements to the group. Everybody should position themselves either on the "agree" or "disagree" side. Allow participants to give short statements and arguments why they have positioned where they stand. They can also change sides if they are convinced by other people's arguments.
4. Kati's Story: Run it as described in "Gender matters":
http://eycb.coe.int/gendermatters/chapter_4/4_7.asp). Save the last three debriefing

questions to be discussed in groups. Therefore split the group into 5 small groups. Every group gets one station in Kati's story and discusses ways how to tackle this form of violence. Afterwards the groups shortly present the ideas they have come up with.

Appendix: Statements

- Telling a woman who you don't know that she looks good is a compliment.
- Gender equality is a threat for cultural identity.
- A woman is never responsible when she is raped.
- Each couple knows what is best for their relationship.
- An abortion is only the business of the woman.
- It is natural for men to take control and to lead.
- A husband should not earn less money than his wife.

What is corporal punishment and how to address it?

Age	16+
Duration	2.5 hours
Group size	10-30

Overview

What is corporal punishment? Defining and clarifying the term. Who can be involved? What kind of violence are we talking about? In what situations do you find corporal punishment? Corporal punishment vs abuse – what's the difference? Does it matter or is it a smokescreen?

Objectives

- To raise awareness of corporal punishment
- To reflect on the cycle of violence
- To share tools/ approaches to identify and address corporal punishment in our groups
- To develop guidelines for participants to use in groups

Materials and Space

- Flip chart and pens
- Excuses sheets copied for small groups

Preparation

- Set the room up for the world café: Tables for 5-6 people with flipchart paper (or paper table cloth) and markers on them. It is also nice to create a 'café-atmosphere' and serve coffee and cookies to participants.
- Write the world café questions on flipcharts
- Copy the excuse sheets

Step by step instructions

1. World café: what is corporal punishment? Ask the participants to sit around the different tables and to agree on one host, who will always stay at this table. There will be three rounds in which you will discuss with different people. The host will briefly introduce what has been discussed at their table in the previous round. It is important to take notes on the posters, to doodle, to draw... so that nothing gets lost. Each round will be ten minutes long.
Round 1: What is corporal punishment and how does it manifest itself? Who can be involved? (What relationships, situations, circumstances?)
Round 2: What is the difference (if any) between corporal punishment and abuse? What short and long-term impact can corporal punishment have on the people involved?
Round 3: What is the reaction to corporal punishment in your community? Is it socially acceptable? Are there any laws related to corporal punishment in the home/ schools/ other areas?
2. In big group share 'burning issues' that hosts want to share or things that kept coming up – not a report back!
3. In small groups look at the excuses given on the sheet for corporal punishment and discuss the following questions:
 - Have you heard these or other excuses?
 - How can we respond to these excuses when we hear them?

- Are there arguments to use intellectually and others to use when we see someone using corporal punishment? Place the arguments on two separate flipcharts.
4. Looking at our role as youth workers - What is our role in this situation? The team acts out scenes of corporal punishment for the audience, including a youth worker/ group leader. They play the scene until the corporal punishment is happening and then freeze. Then they play the same scene again. The second time the scene is played, people from the audience can replace the role of the group leader (who was observing the scene in the first round).
 5. You can play each scene a few times to see different possibilities. Then discuss:
 - What can a group leader do in this situation?
 - What are the challenges?
 - What potential reaction might we see?
 - How can we overcome those reactions?
 6. After each scene write down the strategies used to address the corporal punishment. Write down strategies and possible responses from group leaders to add to guidelines.

Role play ideas

- Parent smacks child who doesn't listen/ come when called.
- Child flinches when adult raises hand
- Group leader pulls child into line
- Group leader humiliates child in group for not listening
- Group leader leaves the room and closes the door by key when they think that the group is too loud

Appendix: Excuses

- It doesn't hurt, I wouldn't be where I am today if my parents hadn't taught me right and wrong
- If parents can't hit their children, they will end up spoiled and undisciplined.
- Parents have a right to bring up their children as they see want. They should be stopped only in extreme cases, such as child abuse
- There is a big difference between beating a child and a loving smack."
- I only hit my children to stop them from hurting themselves
- My religion requires me to use corporal punishment
- If corporal punishment of children is criminalized, thousands of parents will be prosecuted and many more children will be placed in state care
- Banning physical punishment will just lead to children being treated in more horrible ways – emotional abuse, humiliation or locking them up.

6.1 Bibliography

Resources with information and activities on the topic:

- **Composito.** Manual on Human Rights Education with Children:
<http://www.eycb.coe.int/composito>
- **Compass.** Manual on Human Rights Education with Young People:
<http://eycb.coe.int/compass/en/contents.html>
- **Gender Matters.** A Manual on Addressing Gender-Based Violence Effecting Young People:
http://eycb.coe.int/gendermatters/pdf/Gender_matters_EN.pdf
- **Raise Your Hand Against Smacking:** This is a campaign of the Council of Europe, focussing on changing legislation to combat corporal punishment and giving advice to teachers and parents on how to educate without violence.
http://www.coe.int/t/dg3/children/corporalpunishment/default_en.asp
- **Voices Against Violence.** Handbook for Group Leaders. The very good WAGGGS Campaign 'Voices Against Violence' focuses on violence against girls. The handbook with methods to use with children is only given to users after having received training on safeguarding, but the campaign website still contains a lot of useful information.
<http://www.wagggs.org/en/grab/24548/1/eng-voices-against-violence-handbook.pdf>

Other resources on educational methods

- **IFM-SEI Toolbox.** IFM-SEI has created many non-formal activities, also on other topics. In our toolbox you can search, access and print methods that you find useful for your work with kids. Available here: <http://www.ifm-sei.org/toolbox>
- **Training kits (T-kits).** The training kits are thematic publications written by youth trainers and published by the Council of Europe and the European Commission. They are easy-to-use handbooks for use in training and study sessions. T-Kits are also produced many languages beside English. Available here:
http://youth-partnership-eu.coe.int/youth-partnership/publications/T-kits/T_kits
- **Games For Actors and Non-Actors,** Written by: Augusto Boal, Paperback: 336 pages, Publisher: Routledge; 2 edition (22 Aug 2002), ISBN-10: 0415267080
- **Pedagogy Of The Oppressed,** Written by: Paulo Freire, Paperback: 176 pages, Publisher: Penguin; 2Rev Ed edition (25 Jan 1996), ISBN-13: 978-0140254037
- **ECYC Game Book. Teambuilding Games, Energizers and Icebreakers from Youth Clubs around Europe,** 2009, Available here:
http://www.ecyc.org/sites/default/files/ecyc_game_book.pdf
- **Games, Games, Games. A Co-operative Games Book,** Written by: Woodcraft Folk 2001, ISBN 1 873695 030

6.2 Programme of the week

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
07:30-09:00	Arrival	Breakfast							Departure
09:00-10:30		Welcome Space	What is bullying and how to address it?	Corporal punishment and how to address it?	The Pyramid of Violence	How to give and receive feedback (09:00-09:30)	Trying out activities – Round 4		
10:30		Tea and Coffee							
11:00-12:30		Team Building	What is bullying and how to address it?	Corporal punishment and how to address it?	Rethinking how we educate	Trying out activities - round 1	Collating results of the study session		
12:30		Lunch Break		Lunch at 13:00	Lunch break				
14:30-16:00		What is violence?	What is gender-based violence and how to address it?	Free afternoon	Developing educational activities	Trying out activities - round 2	Planning for back home		
16:00		Tea and Coffee			Tea and Coffee				
16:30-18:00		What is violence?	What is gender-based violence and how to address it?		Developing educational activities	Trying out activities – round 3	Evaluation		
18:00-18:30		Reflection groups			Reflection groups				
19:00		Dinner			Dinner at 20:00	Dinner	Dinner out	Dinner	
21:00-...	Welcome Evening	Organis. Sharing extravaganza			Movie night	Farewell Party			

6.3 List of participants

First Name	Last Name	Organisation	Country
Amy	Toure	Action Enfance	Senegal
Susanna	Movsisyan	Armenian Youth Federation	Armenia
Tijana	Baros	European Youth Parliament	Serbia
Teona	Katsitatzé	IFM-SEI	Belgium
Aleksandre	Iskandarovi	Georgian Falcons	Georgia
Irina	Ghotvadze	Georgian Falcons	Georgia
Aisyah Mutiara	Damanik	KKSP	Indonesia
Nayana	Silva	MIRIM	Brazil
Ambreen	Razak	Childline	United Kingdom
Mireia	Galvez Chaves	ESPLAC	Spain
Roger	Puig	ESLPAC	Spain
Jessica	Gallardo	ESPLAC	Spain
Ana	Abdi	Fressh Tirane	Albania
Patrizia	Bhardaj	Fressh Tirane	Albania
Finn	McCarthy	Woodcraft Folk	United Kingdom
Rosa	Hopkins	Woodcraft Folk	United Kingdom
Frederic	Tschepp	Woodcraft Folk	United Kingdom
Victoria	Bull	Unga örnar	Sweden
Lena	Ulbrich	SJD Die Falken	Germany
Hanna	Tuvelius	Unga örnar	Sweden
Lana	Hussein	Unga örnar	Sweden
Agim	Selami	ZIP Institute	"The former Yugoslav Republic of Macedonia"
Team members			
Christine	Sudbrock	IFM-SEI	Belgium
Tamsin	Pearce	IFM-SEI	Belgium
Sabine	Troitsch	SJD Die Falken	Germany
Hywel	Sedgewick-Jell	Woodcraft Folk	United Kingdom
Xavier	Baro	AHEAD	Spain

